The following questions pertain to activities that happened between July 1, 2015 and June 30, 2016. Your responses will be used to inform the State's Consolidated Annual Report to the federal Office of Career, Technical and Adult Education (OCTAE), which is due by December 31st of each year.

Completed questionnaires are due by Friday, November 4, 2016.
15-16 Perkins Final Report

Recipient Information

1. Date

MM  DD  YYYY

Today is:  /  /  

2. Project number from the Grants Management System (GMS)

Project Number

The Project Number is located in the upper left corner of your center/institution’s 2015-2016 Perkins Program Improvement Grant application in the Grants Management System (GMS).

Postsecondary users: please contact Beth Doiron for your project number.

3. Contact information for the individual completing the report:

Name: 

Title: 

Email Address: 

Phone Number: 

4. Center/Institution Information

Center or Institution (required): 

Address: 

Address 2: 

City/Town: 

State: -- select state --

ZIP: 

### 15-16 Perkins Final Report

**Success Implementing Perkins-funded Planning Areas**

**Required Use of Funds (1R)**

5. Rate your success in 2015-16 at implementing the Perkins-funded Planning Areas listed below. Please indicate your level of success using the following scale:

SUCCESSFUL - Data support that work on the Planning Area has reached a high level of success or significantly improved outcomes for students.

WORKING, BUT NOT COMPLETE - Data support that there has been improvement, but more work is needed to bring the Planning Area up to the level of “successful.”

NOT WORKING - Data do not support the amount of time and money expended on this Planning Area. A different approach is needed.

<table>
<thead>
<tr>
<th>Planning Area</th>
<th>Successful</th>
<th>Working, but not complete</th>
<th>Not Working</th>
<th>N/A, or No Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary-Postsecondary Linkages</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning, Coordination, and Collaboration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rigorous and Challenging Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Size, Scope, and Quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improve, Modernize, Expand Programs, including Adding Relevant Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Populations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comment (optional)
### Required Use of Funds (2R)

6. Which of the following have you done to increase the use of technology in your school/institution (check all that apply):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Done</th>
<th>Not Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training educational staff including: teachers; faculty; career guidance and academic counselors; and administrators.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing students with academic and CTE skills leading to entry into technology fields, including nontraditional fields.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraging schools and technology industries to collaborate to offer voluntary internships and mentoring programs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comment (optional)


(Information relating to 3R was not requested from local recipients)

Required Use of Funds (4R)

7. Did your center/institution provide support for career and technical education programs that improve the academic and career technical skills of students through the integration of academics with career and technical education?

- Yes
- No
- Not Sure
8. You indicated that your center/institution supported programs that improve student academic and career technical skills through the integration of academics and CTE. How did your center/institution provide this support?

Helpful Tips:

• Describe how your center or institution strengthened academic and career and technical components.
• Describe how your center or institution integrated coherent and relevant content aligned with challenging academic standards and relevant CTE.
• Describe how these activities help to ensure achievement in core academic and CTE subjects.
Non-Traditional Fields

**Required Use of Funds (5R)**

9. Did your center/institution prepare students for non-traditional fields in current and emerging professions?

- [ ] Yes
- [ ] No
- [ ] Not Sure
10. You indicated that your center/institution prepared students to pursue careers in non-traditional fields in current or emerging professions. How did your center/institution prepare students for such careers?
Required Use of Funds (5R, cont'd)

11. Did your center/institution provide activities that acquainted all students, including special populations, with high skill, high wage, and/or high demand occupations?

- Yes
- No
- Not Sure

Perkins IV defines special populations as students who fall into one or more of the following categories (in no particular order):

- Individuals with Disabilities
- Limited English proficiency
- Students in programs considered non-traditional for their gender
- Single Parents, including single pregnant women
- Economically Disadvantaged, including foster children
- Displaced Homemakers
12. You indicated your center/institution provided activities that acquainted all students, including special populations, with high skill, high wage, and/or high demand occupations. Please describe these activities.

Perkins IV defines special populations as students who fall into one or more of the following categories (in no particular order):

- Individuals with Disabilities
- Limited English proficiency
- Students in programs considered non-traditional for their gender
- Single Parents, including single pregnant women
- Economically Disadvantaged, including foster children
- Displaced Homemakers
13. Did your local partnerships include the following:

<table>
<thead>
<tr>
<th>Partnership</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 School Districts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutions of higher education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult education providers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labor organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents/Guardians</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local CTE Partnerships</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other (optional)

When answering the following question, please specify each partnership you are discussing as it is discussed. For example:

>> "Our CTE center's engagement with the parents and guardians of our students has allowed us to..."

>> "Our college's work with local employers has provided our students with..."

14. How did your center/institution's local partnerships enable students to achieve state academic standards, and career and technical skills?
15. Is your center/institution a secondary or postsecondary provider of CTE?

- Secondary
- Postsecondary
16. The following statements describe ways to facilitate student transitions from certificate or 2-year programs (associate degree) to four-year (bachelor degree) or higher levels of higher education. Please rate each one’s effectiveness in facilitating these student transitions between levels of education:

<table>
<thead>
<tr>
<th>Statewide articulation agreements between associate degree granting institutions and bachelor degree granting institutions</th>
<th>Ineffective</th>
<th>Mildly effective</th>
<th>Mixed effect</th>
<th>Effective</th>
<th>Strongly effective</th>
<th>Don't know/no experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postsecondary dual and concurrent enrollment programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial aid counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraging students to pursue bachelor degrees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overcoming geographic barriers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overcoming barriers faced by students from special populations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments (optional)

When answering the following question, please specify each method of transition you are discussing as it is discussed. For example:

>> "Our college’s dual enrollment agreements with Four Year College in Big City, NH, and Private University in Small Town, NH, have led to..."
>> "Our college’s academic counselors have seen increased interest in transferring Nursing program credits to Four Year College in Big City, NH, and have engaged with the Admissions department at Four Year College to..."
17. Describe how your postsecondary institution used the methods listed above to facilitate student transitions from certificate or two-year degree programs to four-year degree or higher levels of education.
The use of Survey Monkey as a uniform method for the submission and aggregation of Perkins Program Improvement Final Reports is in its second year in SY/AY 2015-16. The questions asked in this survey are identical to those asked of the State by the federal Office of Career, Technical and Adult Education (OCTAE), and your responses will be used to inform the State's narrative to the USDOE as part of our 2015-16 Consolidated Annual Report.

The Bureau welcomes any comments and suggestions you may have with regards to your experiences submitting this Final Report through Survey Monkey. Your recommendations will inform how this and other processes are carried out in the future as we strive to make better use of available technologies.

Thank you for your help!

18. Comments and Suggestions (optional)
This concludes your center/institution's Perkins Program Improvement grant Final Report for SY/AY 2015-16.

Click the "SEND" button below to submit this Final Report to the Bureau of Career Development. Failure to click "SEND" will result in your center/institution's Final Report NOT being submitted to the Bureau.

Thank you for your time!